# GOVERNMENT OF INDIA
# HUMAN RESOURCE DEVELOPMENT
# LOK SABHA

UNSTARRED QUESTION NO:200
ANSWERED ON:17.07.2017
Literacy amongst Divyang Students
Biju Shri Parayamparanbil Kuttappan;Sawant Shri Arvind Ganpat;Tumane Shri Krupal Balaji

**Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:**

(a) the details of the literacy rate amongst the Divyangs out of the total literacy rate of the country in rural and urban regions;
(b) the literacy rate amongst female and male Divyangs in the rural and urban areas;
(c) whether it is a fact that the Divyangs/differently abled children in the country are deprived of education and if so, the details thereof;
(d) the special action plan formulated/to be formulated by the Government to raise the literacy rate amongst Divyangs/differently abled children; and
(e) the total number of Divyangs in the country who have taken admission in primary, secondary, senior secondary and higher educational levels during the last two years along with the details of the Divyangs dropouts during the period?

## Answer

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI UPENDRA KUSHWAHA)

(a) & (b) A statement indicating State/UT and gender-wise literacy rates of total population and Divyangs in rural and urban areas, as per Census 2011 is annexed.
(c) & (d) Section 3 of the Right to Education Act (RTE), 2009 mandates Free and Compulsory Education to all children from 6-14 years of age. It stipulates that, "Every child of the age of six to fourteen years shall have a right to free and Compulsory education in a neighborhood school till completion of elementary education". It further states that "provided that a child suffering from disability shall have the right to pursue free and compulsory elementary education."
Sarva Shiksha Abhiyan (SSA) promotes inclusion of CWSN in neighborhood schools through their early identification, educational placement, provision of aids and appliances and other resource support services, teacher training, parental training, community mobilisation, curricular adaptations, removal of architectural barriers, as well as residential, non residential or even home based education, as per their specific requirements.
The National Council of Educational Research & Training (NCERT) has developed exemplar material on curricular adaptations, inclusive teaching and adoption of flexibility in evaluating children with disabilities in inclusive classrooms. These handbooks, meant for primary and upper primary level teachers, cover all disabilities, including cognitive and intellectual disabilities, have been disseminated to States/UTs.
NCERT has also developed Barkhaa: A Reading Series for All as an exemplary inclusive learning material in the form of a supplementary reading series consisting of 40 story booklets based on children's experiences. The reading series goes beyond providing only audio material to visually challenged learners and has special features like Braille and text on the same page, high resolution colours, window flashcards of difficult words and tactile and textured illustrations rendering it accessible to all children.
Under Rashtriya Madhyamik Shiksha Abhiyan, the component Inclusive Education for Disabled at Secondary Stage (IEDSS) covers all children passing out of elementary school and studying at the secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995).
The scheme has provision for Student-oriented components which cover Assessment of medical/ educational needs, Provision of student specific facilities like transport facilities, hostel facilities, books, uniforms, assistive devices, therapeutic service, support services, development of learning material, Purchase of screen reading software. Under the scheme, a financial assistance of Rs.3000/- per annum per disabled child is provided for student oriented components as per applicable funding pattern between Centre and State.
(e) As per Unified District Information System for Education (UDISE) data, the number of CWSN enrolled at elementary level of schooling is 23.18 lakh and 22.86 lakh in 2014-15 and 2015-16, respectively. A total of 2,19,616 and 2,18,455 CWSN were enrolled in secondary classes during 2014-15 and 2015-16 respectively and a total of 61,046 and 60,869 CWSN were enrolled in higher secondary classes during 2014-15 and 2015-16 respectively. As per

All India Survey on Higher Education (AISHE) data, a total of 64,298 and 74,435 persons with disabilities were enrolled in higher education during 2014-15 and 2015-16 respectively. Information relating to drop out of physically challenged students has not been maintained, separately.

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